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Described in this 1955 document is the initiation of school integration in the District of Columbia immediately following the 1954 Supreme Court school desegregation decision. The report presents information about the desegregation process in terms of pupil assignment and extent of interracial classes, teacher and administrator integration, parent teacher association integration, and the integrated experience. Also noted are the public opposition and the continuing existence of segregated schools. (NH)

DISTRICT OF COLUMBIA

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"THE RIGHT OF EVERY CHILD"

The Story of the Washington, D. C. Program of School Integration

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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A REPORT BY THE AMERICAN FRIENDS SERVICE COMMITTEE

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Copies of this pamphlet, and an earlier one, INTEGRATION OF WASHINGTON SCHOOLS, which considers 24 of the questions most often asked about school integration, are available from the address above.

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THE RIGHT OF EVERY CHILD

EQUAL EDUCATIONAL OPPORTU TI
PROGRAM COLLECTIO

WHEN WASHINGTON SCHOOLS OPENED in September of 1954, Negro and white children sat together in the same classrooms and teachers of both races worked together for the first time. This broke a traditional pattern of racial segregation within the capital's school system. A complex chain of events brought about this change in pattern: years of work by citizens who sought school integration; the Supreme Court decision which outlawed school segregation; then, action by the District of Columbia Board of Education and detailed planning by the school administration.

Washington is known to the world as the capital of a great nation and a center of international diplomacy on matters of incomparable scope and significance. To many it is less a city than an institution, less a fact than a symbol. Yet beneath the vast superstructure of big government and big issues, Washington is a place where people live their lives, much as they do in other American communities. We recount here the story of a vital job the city is doing.

The District of Columbia Board of Education acted promptly to establish policy for an integrated school system. On May 25, 1954, just eight days after the Court's decision, the following statement of principles was adopted:

> In the light of the decision of the Supreme Court of the United States in Bolling v. Sharpe, the Board of Education of the District of Columbia, believing it to be in the best interest of all citizens of the community of Washington, and necessary to the effective administration of an integrated system within the public schools, hereby adopts the following declaration of policy:

Office of Education-EEOP
Research and Materials Branch

1. Appointments, transfers, preferments, promotions, ratings, or any other matters respecting the officers and employees of the Board shall be predicated solely upon merit and not upon race or color.

2. No pupil of the public schools shall be favored or discriminated against in any matter or in any manner respecting his or her relationship to the schools of the District of Columbia by reason of race or color.

3. Attendance of pupils residing within school boundaries, hereafter to be established, shall not be permitted at schools located beyond such boundaries, except for the most necessitous reasons or for the public convenience, and in no event for reasons related to the racial character of the school within the boundaries in which the pupil resides.

4. The Board believes that no record should be kept or maintained in respect to any pupil not enrolled in a public school on or prior to June 17, 1954, or in respect to any officer or employee not employed within the system on or prior to that date in which information is solicited or recorded relating to the color or race of any such person.

5. That the maximum efficient use shall be made of all physical facilities without regard to race or color.

In support of the foregoing principles, which are believed to be cardinal, the Board will not hesitate to use its full powers. It is pledged to a complete and wholehearted pursuit of these objectives.

We affirm our intention to secure the right of every child, within his own capacity, to the full, equal and impartial use of all school facilities, and the right of all qualified teachers to teach where needed within the school system. And finally, we ask the aid, cooperation and goodwill of all citizens and the help of the Almighty in holding to our stated purposes.

The prompt action of the nation's capital in meeting the Court's decision has understandably captured the interest of the nation. Here a large city school system is undertaking a program of eliminating segregation and establishing a non-discriminatory policy. The school population includes large numbers of both races, not severely segregated in housing. Problems of school building and facilities have been severe. The job is a sizable one. The results are of consequence to the nation and the world.

The story is invaluable for those who wish to learn. School officers and citizens throughout the nation feel a responsibility for implementing the Court's decision. Certain questions are uppermost in their minds. How should the transition be carried out? What are the do's and what are the don'ts? What has been learned about the desegregation process? The Washington program adds an important chapter to the already extensive record of experience.

This report is an attempt to tell the Washington story and to comment on the strengths and the weaknesses of the program as it is being carried out. Some have enthusiastically hailed Washington as a model for the rest of the nation. Others have assailed the program as one which fails to do the job. The first view tends to overlook the shortcomings, the second to discount achievement. It seems appropriate to look at the Washington program as a pioneering effort, necessarily involving trial and error.

PUPIL ASSIGNMENT

The plan for pupil assignment involves specific steps taken during the first year (1954-55) and a long-range program to be put into effect the second year. New boundary lines have been drawn on a geographic basis without regard to race, but the new map is being followed only partially during the first year. Beginning in September of 1955, pupils are to be assigned according to the new map, with the important exception that children already enrolled will be permitted to remain in present assignments until graduation from that level, as long as space permits. In the event of overcrowding, those who live within the zone are to have priority. Under this plan, desegregated zones will not be fully enforced until present first graders finish sixth grade.

The first-year program is more limited. During the year 1954-55, the following actions have been taken as first steps in the desegregation program:

1. Severe problems of overcrowding in Negro schools were relieved by transferring blocks of children to formerly white schools. About 2900 children were reassigned on this basis. Another 100 were reassigned to relieve excess travel distance.

2. All pupils new to the school system (kindergarteners, many first graders, and new residents in the city) and those who moved from one part of the city to another were assigned on the basis of the new, desegregated school zones.

3. After school began, students wishing to move to the school in their new zone were permitted to make formal request for transfer, with administrative reassurance that such options would be granted as space permitted. As a result, nearly 2000 children were transferred in late September and early October, while many others were not granted the requested transfers.

4. Mid-year graduates of junior high schools were assigned to senior high schools on a desegregated basis, adding a small number to the total of integrated classes.

INTERRACIAL ATTENDANCE

The measures taken have resulted in a considerable degree of interracial attendance, enough to give a real try to the new program. Many have the opportunity for integrated education. Of the city's 163 schools, 122 have some degree of mixed attendance, ranging from less than 1% Negro to more than 99%. There are 74,000 students in these integrated schools, about 70% of the total school population. The accompanying table shows the extent of interracial attendance in individual schools.

It will be noted that most of the mixed schools have a small minority of one race. In 93 schools, the minority race is less than 20% of the student body; in 42, it is less than 1%. Still there are 29 schools which range from 20% to 80% Negro. These schools are in the areas where transfers were arranged to relieve overcrowding, and where the desegregation program is therefore most

PER CENT NEGRO STUDENTS IN D. C. SCHOOLS NOVEMBER 4, 1954

% NEGRO STUDENTS	NUMBER OF SCHOOLS				
	ELEMENTARY	JUNIOR H.S.	VOCATIONAL	SENIOR H.S.	TOTAL
0	10	0	3	1	14
0.1 - 0.9	10	4	0	1	15
1.0 - 9.9	12	0	0	2	14
10.0 - 19.9	7	2	0	1	10
20.0 - 29.9	5	3	0	1	9
30.0 - 39.9	2	0	0	0	2
40.0 - 49.9	7	1	0	1	9
50.0 - 59.9	3	0	0	0	3
60.0 - 69.9	5	0	0	0	5
70.0 - 79.9	0	1	0	0	1
80.0 - 89.9	2	0	0	0	2
90.0 - 98.9	23	2	0	0	25
99.0 - 99.9	24	2	0	1	27
100	15	7	2	3	27
Total	125	22	5	11	163

SOURCE: Report, "Membership as of November 4, 1954 compared with November 5, 1953," issued by the Office of the Statistician, District of Columbia Public Schools, November 15, 1954.

nearly complete. Forty-one schools still enroll pupils of only one race, 14 white and 27 Negro.

White schools have been more affected by the desegregation process than Negro schools. More than 8000 Negro pupils have entered schools which were formerly white, while about 450 white pupils are enrolled in schools which last year were all-Negro. All the Negro schools remain at least 86% Negro; all the highly mixed schools are formerly white schools.

The extent of mixed classes, and the variety of pattern, is to be expected in Washington. Negroes comprise more than a third of the total population and make up 60% of the school population. Less ghettoized than in most cities, they live in many parts of the city, often side-by-side with white neighbors. Opening school doors necessarily results in mixed classes. Indeed, the incompleteness of the first year program has acted as a curb on the degree of mixed attendance which might be expected. The population of a school does not yet fully reflect the composition of the neighborhood it serves.

TEACHER INTEGRATION

The announced plan of the administration reaffirmed the Board's policy of non-discrimination by declaring that the tenure, rank, and salary of all personnel would be protected, that appointment would be by examination without regard to race, that assignment would be in accordance with the needs of the total system.

There was no deliberate mixing of the existing segregated staffs, but some teachers were reassigned where blocks of students were transferred. New teachers, a group which included both Negro and white, were assigned without regard to the race of the pupils or of other staff members.

As a result, 38 schools opened with mixed teaching staffs. Altogether, 86 Negro teachers were assigned to 34 schools which were previously all-white. They teach pupils of both races, and in fact have more white than Negro pupils. In three instances, a Negro teacher is serving in a school where there are no Negro children. There are four white teachers in schools which were formerly Negro, one of which is still all-Negro. About one out of three white teachers has a Negro colleague in his school while about one out of ten Negro teachers has a white colleague.

Once assigned, Negro teachers took their places along with others. Some principals were anxious about the first introduction of the new teacher, but no difficulties were encountered. A few white parents called to complain, though some seemed only to be seeking reassurance that everything was all right. Principals usually

give an answer in terms of "Let's give it a try." When "the try" is given, the cause is won. In fact, complaints are few and short-lived.

The children have no difficulty in accepting a teacher of a different race. Accustomed to the teacher being an important person in their lives, children quickly accept the classroom situation as a normal one.

Earlier anxieties about status felt by Negro teachers have generally been allayed. The success of the Negro teacher in a non-segregated assignment has been conspicuous. The shortage of teachers is so severe that Negro teachers will be employed in the future. It now seems clear that Negro teachers have in fact wider opportunities under the integrated system than under the former segregated one.

ADMINISTRATIVE STAFF

Under the dual system, Washington had two sets of school administrators, with white officers serving white schools and Negro officers serving Negro schools. Such duplicate jobs ranged from Principal up to First Assistant Superintendent. With the desegregation program, it was necessary to reorganize this dual staff into a single, centralized administration. School officers were assured that the tenure, rank, and salary of every person would be protected, but the actual reorganization was not effected until late in the school year.

Under the new plan of reorganization each of the school officers is given a city-wide responsibility. Jobs have been reassigned on a functional basis, with old jobs combined and new posts created. At the top staff level, there are 12 positions, of which four are held by Negroes, who supervise personnel of both races and have schools of all racial composition under their jurisdiction. These four are a Deputy Superintendent in charge of Coordinated Educational Services (including personnel, research, and curriculum) and three Assistant Superintendents in charge of Vocational High Schools, Elementary Schools, and Individual Pupil Study (research), respectively. The group of Directors (about 10 in number) also include both white and Negro incumbents serving on a city-wide basis.

Reorganization of academic departments is a more involved process. Most departments will ultimately have only one supervising officer while they now have two. During the interim period when present incumbents remain in service, one will have the top post with the other acting as assistant, even though both retain present salary. As this is written, it is too early to judge whether

selection of such top officers has been impartially made. Some savings in administrative costs have already been made by abolishing jobs in which vacancies have occurred. Savings of at least $90,000 are predicted when the plan is completed.

Negro personnel still feel less security about promotion than about non-discriminatory hiring and placement as such. While it is clear that present Negro officers will maintain their status, anxieties will probably not be fully allayed until it can be seen how future vacancies will be filled.

VESTIGES OF SEGREGATION

The outlines of the dual system in many ways remain as a kind of residue of the past. Since most teachers remained in their old assignments, faculties still tend to be all-white or all-Negro, with the pioneers scattered among the others. All schools still have principals of the same race as before. Until administrative staff reorganization was effected late in the school year, officers still administered the same schools as before, inescapably keeping planning and staff work largely segregated. The five vocational high schools, three white and two Negro, were not included in the first year program in any way. The two teachers colleges, while now admitting students on a non-racial basis, are still operating as separate institutions.

Although the old "Division 1" for white students and "Division 2" for Negro students have been nominally abolished, they fade away only slowly, with traditional lines of authority and channels of communication slow to change. Consequently it is difficult to give up segregated thinking, to stop speaking of "white schools" and "colored schools," and to make a really functional merger.

PARENT-TEACHER ASSOCIATIONS

Integration of P-TA activities has a special importance, since Parent-Teacher Associations represent a vital link between school and community. Traditionally, white P-TA's have been organized into the D. C. Congress of Parents and Teachers, the Negro P-TA's into the Washington Congress of Parents and Teachers.

After the Supreme Court decision, the D. C. Congress took formal action to remove from its constitution all reference to race, thereby leaving the way open for any parent to join the local P-TA group. In mixed schools which were formerly white, P-TA's are

interracial. Most of the leadership is still white, since officers were elected the previous year. Some Negro parents were elected to vacancies which occurred late, and many program activities operate on a fully interracial basis. In formerly Negro schools, white parents are so few that P-TA's remain essentially all-Negro.

There remains the job of establishing a single congress for all P-TA's. Early in the school year, a joint committee of the two congresses was appointed to work out a merger. The committee formulated recommendations which have been accepted by both congresses. Full integration now depends on the purely technical process of insuring that all local P-TA's can qualify for full national membership.

EXPERIENCE IN INTEGRATED SCHOOLS

Within the schools, children and teachers and parents are having a chance to learn, finding both the novel and the ordinary in education "without regard to race." A white principal who had worried about working with a Negro teacher now says, with evident sincerity, "Why, I find that I *like* her." In another situation, a Negro teacher, who had been unsure about her new assignment, reports, "I've made some wonderful friends here at this school." A white high school student, being probed about the Negro students, says, "Some of them are one way and some another." A Parent-Teacher Association approached a discussion of "how integration is working" with some fear of hard feeling and a painful hour, only to find, "It isn't difficult to talk about at all."

Stories such as these are innumerable. They are the stories of people learning what they live, finding that their own experience is the real teacher. Those who have been separated by a racial barrier can now see one another as people. Many who expected difficulty do not find it. Parents who had expected to use drastic measures to avoid a mixed school find their children content and have no further need to be concerned. Many parents listen anxiously for remarks of their children which will tell them what it is like, only to hear nothing pertinent from children who do not find that new classmates have made school any different.

Children bring to the situation considerable spontaneity in dealing with others and are usually less conscious of race than adults. They also sometimes bring negative attitudes, reflecting the prejudices of the community. Teachers, who are quick to feel a sense of responsibility to all, are learning to regard most problems as the problems of children, not of Negro and white children. The children themselves learn from the teacher, and from their day-by-day experiences with each other.

In high schools, both white and Negro children have taken leadership, despite the fact that the Negro children began the year as newcomers. Student councils are elected in the spring for the following year, so the new year began with councils all-white. In a few cases, Negro students found places on the council because of a vacancy which occurred after the new year began. For other offices which are filled by election in the fall, such as Home Room Representative and club officers, some Negro children have been elected along with white children. One high school, which had suffered previously from low enrollment, had jobs on publications staffs and service clubs which were going begging, so that Negro students found more than ample opportunities.

The sports activities were traditionally segregated under the dual system, with white and Negro teams never meeting in athletic contests. This year it was possible to do some rescheduling in basketball, so that all the teams could meet, but the football schedule could not be rearranged on such short notice. However, there are now several mixed teams in formerly white schools which have become integrated.

Some problems occur simply because the two halves of the segregated system were not alike. Negro schools in Washington have traditionally been more highly disciplined, organized on more authoritarian lines, than white schools. For most children, transfer into the more permissive atmosphere is helpful; for some, it is difficult and some assistance is needed. Some of the teachers who were transferred needed help in making the change to a different atmosphere.

Schools meet the needs as they find them. In one school, the Negro children did not take part in ping-pong during the lunch-time free period, because the school they had come from had no ping-pong tables and they didn't know how to play. The physical education department took on the job of correcting the problem. Where there are only a few children of one race in a school, some carry on well by themselves, others need some help in overcoming initial shyness and resistance. While most of the newly entering children learn along with the others, some who learn more slowly need special help.

The new program has brought with it some problems, but they are manageable. Many are the problems to be expected in a time of change. Many follow because of the earlier fact of segregation. Many are simply the normal problems that occur in a school situation. Some occur because of undue awareness of race, with resultant over-compensation or leaning-over-backwards. Race attitudes as such have some part, but far less than most people anticipated before desegregation. Now fact can be separated from fancy, and real needs can be met by sound educational practice.

MEETING OPPOSITION

Every proposed step in the desegregation process encountered some public opposition, with the Board of Education itself divided on the issue, many organized groups working for either a slow process or a faster transition, and a considerable block of the community ready to stage a last-ditch struggle against integration. The Federation of Citizens Association attempted unsuccessfully to halt the desegregation program by court action. A number of citizens' groups organized to block the program by speech-making, protests to the Board of Education, and public statements.

The public generally accepts an accomplished fact, finding the reality less fearsome than the anticipation. It is always the step not yet taken, the territory just around the corner, which becomes the issue of controversy. The D. C. school administration has generally acted well, staying with the program despite the efforts of those who would deter action. On the other hand, it may be that fear of the anti-integration forces has been the reason why some steps have been slow, and some have been taken with troublesome anxiety. Such timidity is an error, inviting opposition rather than quelling it.

Most citizens in Washington, as elsewhere, wish to obey the law and to assist the schools in making the transition. Throughout the planning stages, substantial elements of the community went on record as welcoming the Court's decision and favoring constructive action immediately. Many religious and civic groups communicated with the Board of Education to give advice and support in a spirit of sharing the responsibility. The opposition groups represent a minority opinion, at times becoming conspicuous out of proportion to actual numbers or strength.

The most sensational, though probably not the most effective, expression of opposition was the abortive student demonstration which occurred in October, 1954. Following the example of similar actions in Milford and Baltimore, groups of students stayed out of classes in three senior high schools, and, during part of the period, six junior high schools. The young people themselves were having a good time outdoors in beautiful Indian Summer weather. There was a spirit of adventure rather than of hostility. At Eastern High School, white and Negro students happily paraded together outside the school! No violence occurred and normal school attendance was restored within the week. Less than 2% of the city's school children participated, and, within the schools themselves, classes and normal activities continued as usual. Throughout, the police acted impartially and effectively to maintain order.

It is notable that there was no correlation between the extent of integration in a school and its involvement in the strike, if any,

or the extent of its involvement. Demonstrations occurred both in the most mixed high school and in one with only a few Negro students, with the latter the more seriously affected. A school with 19% Negro took no part in the demonstrations. Apparently the traditional spirit of the neighborhood and the effective leadership at the moment determined the extent of the activity, rather than the desegregation program itself.

Authorities acted well in this crisis, yielding nothing to these pressure tactics. The school superintendent issued a statement reaffirming the desegregation policy, calling upon parents to send their children to school, and declaring that loss of school privileges would follow continued failure to comply. The responsible elements of the community organized quickly to defend the school program. Religious and civic groups issued statements against the strikes, and all the daily papers editorialized against the truant students. The chief of police made it clear that there would be no hesitation to arrest.

Those who promoted the strikes were testing the limits of their ability to delay and disturb the desegregation program. A firm and decisive stand by the authorities and the community put an end to the matter.

LIMITATIONS OF THE PROGRAM

In a number of important respects, the program in the D. C. schools falls short of full and complete desegregation. This is true both because of the partial character of the first-year steps and because of the gradual nature of the long-range plan. There are a number of problems not yet solved, some of them implicit in the nature of the program.

THE FIRST-YEAR STEPS produced certain confusions, due principally to a lack of decisive clarity. Since the plan was complicated, many parents did not understand until late just where their children were to be assigned. Because several different rules were in operation, two children in the same family were often assigned to two different schools, which presented a practical problem for the parents. Options were not granted until after classes started, so that additional reorganization was required when late transfers were made.

RACIAL DISCRIMINATION still exists. Many children are still assigned to schools on a racial basis. New classes in the fall entered the secondary schools on a segregated basis. Many Negro children were refused transfer to the nearest school. Doubtless there are many others who did not understand the plan of options, and so did not request transfer.

THE OPTION PLAN will act as a brake on integration as long as it is in force. This plan allows many children a choice of remaining where enrolled or of transferring to the proper school under the new zones. White parents are particularly subject to social pressure to keep their children where they are, influenced by a need to conform. Negro parents, feeling the humiliation of segregation and more often inconvenienced by the segregated assignments, have more incentive to move.

In theory, those who live in the area have priority. In practice, they may attend the school in their zone only by taking initiative in seeking a transfer, at the risk of displacing those already enrolled. Thus the Negro child who exercises his right is cast in the role of "invader" and placed in a vulnerable position. This often leads to some reluctance to transfer. Further, simply because a choice is possible, all may be subject to the subtle pressures of persuasion and exhortation.

The feature of choice has the effect of loading the scales in favor of the old pattern, unnecessarily prolonging the transition period. A policy which establishes the same rules for everyone would be more fair and easier to enforce.

NEGRO SCHOOLS ARE NOT DESEGREGATED as the plan now operates. The movement of both pupils and teachers is one-way into formerly-white schools. The option plan encourages white parents to avoid assignment of their children to a school formerly Negro. The few who are so assigned because they are new to the system become therefore a smaller minority than they would be if zones were enforced for all grades. Parents are then even more apt to seek some means to have the assignment changed. There is considerable evidence that school authorities have been too liberal in granting transfers, permitting continued avoidance of the Negro school, despite official statements that transfers are not granted for racial reasons. It is notable that despite the trend, there are several hundred white children who are having no severe difficulties in a minority assignment.

Some forthright planning and imagination are needed to remove the racial label of "Negro school" in the public mind. Faculties can be integrated in these schools. Consideration should be given to the device used in some New Jersey communities of changing the name of the school when it clearly carries a racial connotation. Publicity might well stress the high quality of some of the Negro schools which logically should be integrated. At present, the tendency is to treat integration of the Negro school with anxious avoidance, making the job more difficult. There is danger that a block of Jim Crow schools will remain after desegregation is nominally complete.

These difficulties which arise from faltering are in sharp contrast to the success of the program where it has been forthrightly undertaken. The integrated schools are operating well, faculties have been integrated with ease, Negro administrators serve all without difficulty. A once-fearful public is finding that schools go on much as usual. The general success of the program is convincing evidence that hesitations are unnecessary.

TOWARD BETTER EDUCATION

Washington schools have been materially improved in the process of desegregating. The worst problems of overcrowding have been solved. Class size has been improved. Extremely oversized classes have been reduced. The shortage of teachers, which long plagued the Negro schools, has been corrected by the reassignment of children and teachers. Needs and services are better matched, facilities more fairly and more efficiently distributed. Negro schools which have not been integrated nevertheless benefit from the program because of relief from such problems as overcrowding and teacher shortages. This year for the first time, comparisons of "Division 2" (formerly Negro) schools and "Division 1" (formerly white) schools show substantial equality.

Solution of these old problems, which were implicit in the dual system, leaves the way clear for other improvements in schools. Funds and services can be put to better use in building a good educational program. Improved teacher education would result if the colleges were merged. School officers, once used for duplicate jobs, can now give additional service sorely needed. Only now is it possible to get on with the real business of education.

Education in a democratic society centers on the individual child, respecting him as a person and providing the conditions which will help him to find the creative person which is most uniquely himself. Integration establishes the atmosphere where such an education is possible. The child is no longer blind to others because of an artificial barrier, no longer humiliated by being set aside. There is a new sense of dignity and a new feeling of freedom.

The Washington story may well give courage to the fainthearted and conviction to the doubtful. Those who would learn from the Washington experience will find no magic formula to give proof against error. They will find that the job of desegregation is feasible and constructive, even with difficulties and mistakes. If the story is not one of perfection, it is one of success. If the full task is not done, there remains a record of substantial achievement. Washington schools have taken the first and biggest step, that of establishing a policy and undertaking a program.

The American Friends Service Committee, a Quaker organization, attempts to relieve human suffering and to ease tensions between individuals, groups, or nations. At the base of all Service Committee work is the belief that God lives in every person and that love in action can overcome hatred, prejudice, and fear. The Service Committee works in Europe, Asia, Mexico, El Salvador, and in the United States.

The Community Relations Program of the American Friends Service Committee involves work in the fields of education, recreation, employment, housing, and in the general field of community counseling. About two dozen projects are located in the United States with staff and guiding committees working in such places as Indian Reservations, large industrial cities, or in the growing suburban areas. In each case the aim of the work is to help eliminate the barriers of prejudice and resulting discrimination which deny the full development of each human being.

In Washington, D.C. the Community Relations Program has devoted four years of work with the community toward eliminating segregation. Efforts have been centered around integration of public schools and recreation areas. For two years before the Supreme Court's school decision, the Service Committee offered seminars for public school teachers and administrators looking forward to the transition to integration. The staff consults with officials and community leaders, serves as an information center, and gives aid to local groups in program planning. A special short-term project in 1953 provided assistance in establishing non-discriminatory policies in places of public accommodation.

Other American Friends Service Committee programs in Washington include International Student House, Davis House (an international guest house), and seminars for young people and for government officials.

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